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*Practical Agriculture.* By JOHN W. WILKINSON. New York: American Book Co., 1909. Pp. 383. \$1.00.

This book is evidently intended as a text for secondary schools of agriculture. The chief criticism to be made is on that part of the book dealing with soils. It is a misfortune that a book so well written should contain so many errors and loose statements in regard to soil composition and soil management. A work of this kind should deal quite specifically with the following subjects: "Soils," "Crops," "Horticulture," "Live Stock," and "Farm Management." The chapters in this book are not well organized and co-ordinated, as the author has mixed his subjects. Chaps. xxxvi, xxxvii, xxxviii, xxxix, xl, xli, should be grouped together, in my judgment, together with chap. xlv, and in the latter part of the book. I believe that "Live Stock" is treated altogether too briefly.

Aside from the inaccurate statements made in the work, it will make an excellent text for elementary schools, but it contains hardly enough practical material for secondary schools.

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*Practical Nature-Study and Elementary Agriculture: A Manual for the Use of Teachers and Normal Students.* By JOHN M. COULTER, JOHN G. COULTER, and ALICE JEAN PATTERSON. New York: D. Appleton & Co., 1909. Pp. ix+354.

In preparing this book the authors recognized the fact that nature-study is still in a chaotic state. "Their purpose is simply to state the situation in such a way that the teacher may become more independent in his work and thought and thereby better able to eliminate confusion from his own particular problem." The ability and application of the teacher determines the success of nature-study courses, and the present book attempts to help by presenting certain principles and practical outlines that have been proved by actual experience.

The book is divided into four parts. Part I deals with the nature-study idea, pointing out the possibilities as well as the dangers connected with this subject. Part II contains a topical outline intended primarily for teachers whose training has been limited. Fall, winter, and spring work is suggested for each grade, including observations of birds, insects, and plants, studies of soil and the sky, and instruction in garden making. Part III is devoted principally to a series of detailed lessons in elementary agriculture in the seventh and eighth grades. A briefer outline arranged according to seasons is also included for the lower grades. Part IV attempts to give the teacher information in certain phases of biology, and a general view of life-processes and evolution. Chapters on methods of studying birds and of conducting school gardens are of practical value.

The book will prove a material help to all teachers of nature-study, and is a distinct addition to the subject.

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